Viewing & Discussion Guide: Effective Expressions Video

Scaffolding Structures to Support Academic Conversations for English Learners*

The information in this video is designed to inform the small, intentional changes you can make in your classroom to support the needs of English and diverse learners. Key to the success of this important work is systematically addressing a well-defined problem of practice. As you watch this video, consider your problem of practice and how what Johnpaul Lapid shares about the specifics of academic conversations fits with the needs of your district, school or classroom.

The objectives for this session are to:
1. Examine the routines and procedures necessary to facilitate an academic conversation;
2. Reflect upon the scaffolds provided by the teacher to support an academic conversation;
3. Consider small changes in our classrooms that can be made to better support academic conversations for our diverse learners.

Understand the Material
As you watch the video, use these prompts to take notes on the content.

1. What does the term "diverse learners" mean?

2. List several routines and procedures that promote the skills of active listening. Put a check by ones you use.

3. List some of the scaffolding supports the speaker mentioned. Put a check by ones you use.

4. In the classroom video segment, what routines, procedures and scaffolds were in place for these young English and diverse learners? How were they adjusted to be appropriate for the lesson and the audience?

*Please contact relwest@wested.org for this worksheet in a .docx format

Use the Material:

These discussion questions are designed to help your team use information in this video and Chapter 2 of the California ELA/ELD Framework to address your problem of practice given your specific context.

5. What is your specific problem of practice? What contextual elements and/or evidence (e.g. grade, students' language level, professional development, frequency of coaching, prevalence of instructional practice based on observation) inform your problem statement?

6. List the rules, procedures, and scaffolds you use or want to use in the table below. For each, describe what successful implementation looks like (column 2) and how the contextual factors mentioned above shape implementation (column 3). Finally, highlight in the description the key elements of these strategies that you believe must occur to help diverse learners have successful academic conversations.

Strategy	Description	Context